



## Communicating Newton's Laws Assignment

Name \_\_\_\_\_ Class: \_\_\_\_\_ Group Members: \_\_\_\_\_

Due dates: RO:10<sup>th</sup>, GB:11<sup>th</sup>, Y:14<sup>th</sup>, Hig:16<sup>th</sup>

Assigned Law (or statements) \_\_\_\_\_

Isaac Newton developed three laws that help us to understand motion. Your task is to relate what we have learnt so far in the forces and motion unit to 1 of Newton's Laws and communicate this to the rest of the class. As well as presenting your law to the class, you also need to be prepared to answer questions about the law. 2 groups of students could be considering the agree /disagree statements that we had in the introduction to forces lesson and explaining these to the rest of the class. You should plan for your presentation to take no longer than 5 minutes but it could go on longer than that due to questions and answers.

A Obj	Assessment area: Newton's Laws	self	teacher
A01	The Law is stated and explained clearly. (3)		
A02	1 of the <b>experiments</b> from the topic is discussed and it is clearly explained how this experiment relates to the Law. It is clearly explained how the picture of the <b>athlete</b> relates to the given Law. (4)		
A03	The group analyse how their assigned law relates to a car journey and present their findings clearly. (2)		
A04	Students in the class end up with appropriate notes added to their foldable. A copyright free image of an athlete is included in the presentation. The source of the image is given. The student presenting speaks well in the presentation. They have given an example of when they have either elaborated or clarified an idea or asked someone else to. (4)		
A05	It is clear what the student contributed to the group (1)		
	<b>Total (14)</b>		

A Obj	Assessment area: Statements	self	teacher
A01	The answers to all the statements are explained clearly.(3)		
A02	1 of the <b>experiments</b> from the topic is discussed and it is clearly explained how this experiment relates to one of the statements. It is clearly explained how the picture of the <b>athlete</b> relates to a <b>different</b> statement. (4)		
A03	The group analyse how at least one of the statements relates to a car journey and present their findings clearly. (2)		
A04	Students in the class are given time to complete the end of unit section of the statements before the answers are given. A copyright free image of an athlete is included in the presentation. The source of the image is given. The student presenting speaks well in the presentation. They have given an example of when they have either elaborated or clarified an idea or asked someone else to. (4)		
A05	It is clear what the student contributed to the group .(1)		
	<b>Total (14)</b>		

## My contribution to the group task:

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### Communication In The Project

This project is all about student-to-student dialogue, the particular communication skill we will be focusing on is the ability to elaborate and clarify. In the project you will need to:

1. Communicate with the rest of your group in order to prepare your presentation. This could include:
  - a) Helping others in the group understand the experiments and whether they are relevant to your presentation.
  - b) Splitting the reading of the relevant section in the textbook and explaining your section to the rest of the group.
2. Decide how you will organize the presentation. You could split the three main tasks (explaining the law, relating it to an athlete, relating it to an experiment.) If you choose to use this approach, then make sure you explain your part to at least one other person in your group. This is a good chance for you to practice and for them to seek elaboration and clarification.
3. Communicate with the other students when you present so that they are able to learn.
4. Listen carefully and possibly ask for clarification or elaboration when the other groups are teaching you so that you can learn.
5. Communicate as a mixed group when completing the worksheet after the presentations.

### Elaborating and Clarifying Ideas:

At some point in this project you need to either elaborate and clarify your ideas or ask someone else to. The following question starters are clues that elaboration or clarification has taken place:

Can you elaborate on..... ? (Tell me more!)

What do you mean by..... ? (I didn't understand why you said \_\_\_\_\_.)

Can you tell me more about ..... ?

Do you have an example?

Can you clarify the part about.....? (I don't understand something you just said.)

What makes you think that?

How/Why is that important?

Question starter used (this does not have to be one from the list from above but can be)

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Question asked by: \_\_\_\_\_ Question answered by: \_\_\_\_\_

Details of question asked and answer given:

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